

Assessment

Progress and attainment in learning will be monitored by assessment that is an integral part of learning and teaching. The process of assessing children's progress will be set in a context of effective learning and teaching. The learner and teacher must be clear on what is being assessed, why it is being assessed and how it is being assessed. Assessment takes place as part of ongoing learning and teaching, periodically and at key transitions.

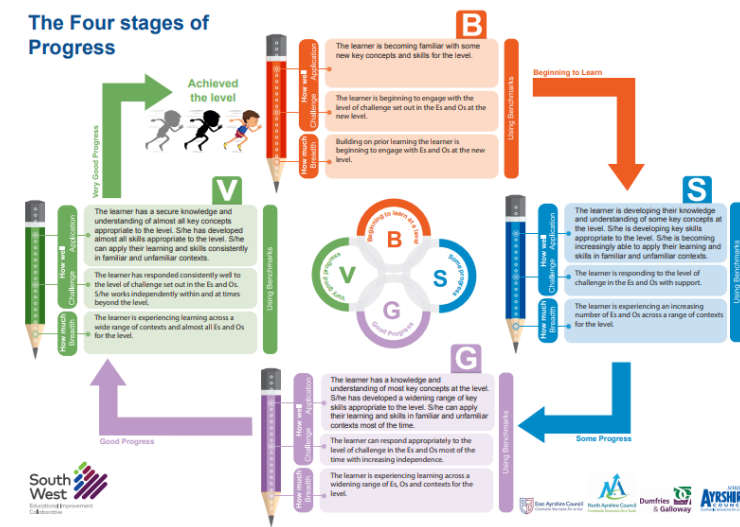
Teachers gather evidence on an ongoing and informal basis through asking questions, observing children working together and making comments on their work. Children may assess their own work or that of their classmates. Some assessment is more formal, such as projects, investigations, case studies and other specific tasks. Work can be assessed by teachers using Write, Say, Make or Do methods. Teachers will assess what children know, understand and are able to do within the experiences and outcomes. Teachers will assess each learner's progress and achievements in:

- Knowledge and understanding
- Skills
- Attributes and capabilities.

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps
- to inform the children to enable them to develop their learning.
- to be diagnostic, providing more detailed information about individual children's strengths and development needs
- to be summative, providing a snapshot of each child's achievement which can be reported to parents eg our new Digital Profiles
- to be evaluative, allowing the school and individual teachers to evaluate how effective our teaching is.

We use the four stages of progress descriptors to report on pupil progress.



Assessment evidence may be derived from the four contexts for learning: curriculum areas, interdisciplinary learning, the ethos and life of the school and from personal achievements. We are working towards all pupils having a Digital Pupil Profile which will detail their attainment, achievement and participation at snapshots in time across their years at Lockerbie Primary School. We are also introducing a recognised online Achievement Award Scheme during session 2020-2021.

Teachers of P1, P4 and P7 classes are asked towards the end of every school year whether their pupils have achieved the relevant Curriculum for Excellence level for their stage in reading, writing, talking and listening (literacy), and their ability to understand and work with numbers (numeracy). The expectation is that children should reach 'achievement of a level' which shows that they have achieved a breadth of learning across the experiences and outcomes, have responded consistently well to the level of challenge set out in these experiences and outcomes, have moved forward to more challenging learning in some aspects and can apply what they have learned in new and unfamiliar situations. During these key milestones, pupil progress will also be tracked and recorded using the Scottish National Standardised Assessments.

Other standardised assessments will be used to provide baseline information and evidence of progress throughout each school year.